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AUTHOR Vautour, Faith
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ABSTRACT

This lesson plan is intended to be a model for teaching the geography of any area of the world. The unit attempts to teach the five themes of geography (location, place, region, human-environment interaction, and movement) while also teaching the geography of Asia and India. The volume also recommends that teachers canvas magazines, travel brochures, atlases, and books to find examples of the five themes in action. Activities are included for applying the five themes in teaching. Blank maps and definitions for the five themes of geography are attached. (EH)

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ED 387 377

TEACHING ASIAN AND INDIAN GEOGRAPHY USING THE FIVE THEMES OF GEOGRAPHY

PROJECT FOR THE FULBRIGHT SEMINAR

INDIA: CONTINUITY AND CHANGE

SUMMER 1993

SUBMITTED BY FAITH VAUTOUR

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TEACHING ASIAN AND INDIAN GEOGRAPHY USING THE FIVE THEMES OF GEOGRAPHY

PROJECT FOR THE FULBRIGHT SEMINAR INDIA: CONTINUITY AND CHANGE

SUMMER 1993

SUBMITTED BY FAITH VAUTOUR

This curriculum project can be used to teach the geography of any area of the world. It attempts to teach the five themes of geography while also teaching the geography of a specific area. Teachers using this unit will need to become familiar with the five themes and will have to canvas magazines, travel brochures, atlases, and books of any kind to find examples of the five themes in action. These generic pictures, from anywhere in the world, are used to demonstrate individual themes in action (location, place, region, human-environment interaction, movement). Once the teacher and students are comfortable with these themes, the class can then move to the study of specific countries using the five themes of geography. It is imperative that the teacher prepare ahead of time: by writing to travel bureaus and/or publicity bureaus in countries to be studied; by finding old magazines, especially *National Geographics*, and by locating materials in local libraries that can be copied.

A. OBJECTIVES: At the end of this unit, students should be able to:

1. Identify, define and apply the five themes of geography

2. Apply the five themes to the study of Asian geography by:
   a. locating the countries and the waters that are part of the continent of Asia
   b. locating major cities in Asia when given their latitude and longitude
   c. locating important rivers and mountains in Asia
   d. identifying the different regions into which the continent of Asia is divided

3. Apply the five themes to the study of Indian geography by:
   a. Locating the major cities in India when given their latitude and longitude
   b. Identifying and locating the countries and bodies of water that surround India
   c. Locating key physical features of India
   d. Identifying the different regions into which India is divided
   e. describing the physical characteristics of several of the regions and explaining how they differ from one area to another
   f. describing the human characteristics of several of the regions and explaining how they differ from one area to another
   g. describing how Indians have inhabited, modified and adapted to different physical environments
   h. giving examples of ways people use their natural environments to extract resources, grow crops, and create settlements
   i. identifying ways in which Indians move themselves, their products and their ideas across their country

B. MATERIALS NEEDED

1. Definitions for the five themes of geography
2. Old National Geographic magazines; travel brochures from different provinces and territories in India; other magazines that would have pictures of the different regions of India that can be cut up
3. World Atlases and/or Indian Atlases
4. Poster paper, magic markers

C. TEACHING STRATEGIES FOR OBJECTIVE 1: TEACHING THE FIVE THEMES OF GEOGRAPHY

ACTIVITY 1: Teacher needs to introduce the five themes of geography to the class; this can be done in several ways.

OPTION 1: Divide the class into five groups. Give each group one definition that it needs to teach to the rest of the class. The teacher should have generic pictures cut out representing each of the themes. (LAMENTATED GENERIC PICTURES ATTACHED) Students can find pictures to use as examples to teach the class

OPTION 2: Divide the class into small groups and give each group the list of themes. Have students in each group find pictures for each theme. Discuss the pictures and explain why they are good examples of the theme. Then, have each of the groups post their pictures on the wall according to the theme so that all of the pictures for each theme are together.

OPTION 3: Teacher can have pictures posted in the room. Students identify what each picture represents (some can represent more than one theme).

OPTION 4: Give each student the list of definitions and have them bring in one picture to represent one or all of the themes. The teacher will have big pieces of paper hanging in the room when the students come to class the next day. The students will make a collage with the pictures, pasting them onto the paper labeled accordiingly.

OPTION 5: Give out the definitions and have students memorize them.

D. TEACHING STRATEGIES FOR OBJECTIVE 2: APPLYING THE FIVE THEMES TO ASIAN GEOGRAPHY WITH A CONCENTRATION ON COMPARATIVE STUDIES OF CHINA, JAPAN AND INDIA

ACTIVITY 1: LOCATION OF COUNTRIES AND BODIES OF WATER

a. Give students a blank map of Asia. Have them fill in as many of countries and the bodies of water as they can.

b. When they are done, give them an atlas OR a map of Asia with the places that the teacher wants the students to know. Place these countries and bodies of water on the map.

Afghanistan	Bahrain	Bangladesh	Bhutan
Brunei	Cambodia	China	Cyprus
Hong Kong	India	Indonesia	Iran
Iraq	Israel	Japan	Jordan
Kazakhastan	Kirgizia	Korea, North	Korea, South
Kuwait	Laos	Lebanon	Macao
Malaysia	Maldives	Mongolia	Myanmar (Burma)
Nepal	Oman	Pakistan	Philippines
Qatar	Saudi Arabia	Singapore	Sri Lanka
Syria	Tadzhikistan	Taiwan	Thailand
Turkey	Turkmenistan	United Arab Emirates	
Uzbekistan	Vietnam	Yemen Democratic Republic	
Sea of Japan	Pacific Ocean	South China Sea	Celebes Sea
Gulf of Thailand	Straits of Malacca	Bay of Bengal	Indian Ocean
Arabian Sea	Gulf of Aden	Red Sea	Gulf of Oman
Persian Gulf	Mediterranean Sea	Black Sea	Caspian Sea

ACTIVITY 2: LOCATING PHYSICAL CHARACTERISTICS; ALSO GOES WITH THEME OF PLACE

Find and place the following key geographical features on a map of Asia:

Yellow River	Yantze River	Indus River	Ganga River
Tigris River	Euphrates River	Mekong River	Iranian Plateau
Tibetan Plateau	Mongolian Plateau	Deccan Plateau	Gobi Desert
Great Sandy Desert	Great Salt Desert	Taurus Mts.	Elburz Mts.
Himalaya Mts.	Pamir Mts.	Sulaiman Mts.	Mt. Fuji
Mt. Everest	Great Plains of China		

ACTIVITY 3. FINDING ABSOLUTE LOCATIONS.

Teachers need to determine what cities they wish students to be able to locate. Once chosen, the teacher should list the latitude and longitudes of 8-12 cities for students to find on the map and identify. They may also name 8-12 cities and have students find their latitude and longitudes.

FIND THE CITIES AT THE FOLLOWING LOCATIONS OR FIND THE ABSOLUTE LOCATIONS OF THE FOLLOWING CITIES:

16°n 120°e (Manila)	40°n 118°e (Beijing)
29°n 78°e (Delhi)	33°n 45°e (Baghdad)
36°n 140°e (Tokyo)	28°n 85°e (Katmandu)
34°n 73°e (Islamabad)	21°n 16°e (Hanoi)
23°n 91°e (Dhaka)	7°n 80°e (Colombo)

ACTIVITY 4: IDENTIFYING REGIONS

a. Brainstorming Activity: Ask the students if any of the above countries have any similarities with any of their neighbors. Group those countries that share common characteristics. (These can include common languages, religions, architecture, government, dress; they can also include shared physical features such as climate, landscape features or rainfall.)

b. Grouping Regions: Which countries are part of a region known as: the Far East, Southeast Asia, the Mid-East, and the Subcontinent of Asia? (Add other regions if known)

c. GROUP ACTIVITY: By mapping the three countries of China, India and Japan, students will be able to identify regional characteristics of the three countries. The teacher should divide the class into three groups, assigning each group one of the countries. (Teachers may choose these countries or any other countries upon which they wish to concentrate.) Each group needs to make a set of maps representing their country. Maps may include: a physical map showing all key features including mountains, plateaus, deserts, rivers, etc.; political maps, showing key cities and divisions such as provinces/states/counties; climatic maps, showing vegetation and rainfall; land use maps, showing farming land, forests, fishing, and mineral locations; and population maps.
Once the maps have been made, students can discuss similarities and differences to see if there are any regional characteristics which these countries had in common.

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E. TEACHING STRATEGIES FOR OBJECTIVE 3: APPLYING THE FIVE THEMES TO THE STUDY OF INDIAN GEOGRAPHY (Objective #3 can be developed into a comparative study of chosen Asian countries; for example, the following activities can be used in a comparative geographical study of China, India and Japan. It could also be used to compare India to Pakistan and Bangladesh. The teacher needs to decide what countries he/she wishes to concentrate on, be it one country, several or many.)

ACTIVITY 1: MAP ASSIGNMENTS FOR LOCATION

a. Locate the major cities in India when given their latitude and longitude OR identify the cities located at the following positions. Then, place these cities on a blank map of India.

Delhi (29°n 77°e)	Jaipur (27°n 76°e)
Bombay (19°n 73°e)	Madras (13°n 80°e)
Calcutta (23°n 89°e)	Varanasi (25°n 83°e)

b. Identify and locate the countries and bodies of water that surround India

Pakistan	Afghanistan	China
Nepal	Bhutan	Bangladesh
Myanmar	Sri Lanka	Bay of Bengal
Indian Ocean	Arabian Sea	

c. Locate key physical features of India

Ganga River	Indus River	Brahmaputra River
Narmada River	Godavari River	Krishna River
Mahanadi River	Ganga Plains	Deccan Plateau
Western Ghats	Eastern Ghats	Great Indian Desert
Himalayas		

****ACTIVITY 2-OPTION 1: GROUP ACTIVITY COMPARING AND CONTRASTING THE GEOGRAPHY OF SIX INDIAN CITIES: DELHI, JAIPUR, BOMBAY, MADRAS, CALCUTTA AND VARANASI**

The class will be divided into six groups. Each group will be assigned a city in India. Its task is to research one of six cities using the five themes of geography as its focus. Each group is to create a visual presentation of its city, using travel brochures, pictures they find in magazines and other books (xerox these pictures, in color if possible), postcards, slides that they have or that they make themselves, or drawings that they do themselves. At the end of the presentations, the class members should be able to identify similarities and differences in the regions of India represented by the six cities chosen.

RESEARCH: Each group will be responsible for finding and reporting on the following:

a. Location: the absolute and relative location of their city

b. Place: the physical characteristics of the city (climate, rainfall, natural resources, vegetation) and the human characteristics of the city (architecture, dress, art such as the powdered rice drawings in front of or on their houses, language, etc)

c. Movement: what means of transportation are available for the movement of people and goods? What evidence is present that the city has been influenced by the ideas of other cultures which have moved into the city/area?

d. Human-Environment Interaction: What evidence is there of people changing the environment to suit their needs? (Can use the cave art, buildings, dams, etc) What evidence is there of the environment impacting the people? (The impact of the monsoons would be something to include here.) How do people use the land? What products do they grow? What minerals do they mine?

e. Region: Is there anything distinctive about the region in which their city is located? Does their dress, language, religion, art or government have a regional flavor?

**THIS ACTIVITY CAN BE USED IN COMPARING THE GEOGRAPHY OF IDENTIFIED COUNTRIES USING THE SAME TYPES OF QUESTIONS AND THE SAME ASSIGNMENT FORMAT. IN AN ASIAN STUDIES CLASS, STUDENTS CAN BE DIVIDED INTO AN AMOUNT OF GROUPS THAT EQUALS THE COUNTRIES TO BE STUDIED; FOR EXAMPLE, INDIA, CHINA AND JAPAN.

PRESENTATION: Each group should present its findings and visuals in a well-organized manner, using the five themes of geography in the presentations. The teacher can create a note-taking sheet so that class members will have an idea of what they are expected to record.

****ACTIVITY 2-OPTION 2: GROUP ACTIVITY COMPARING AND CONTRASTING THE GEOGRAPHY OF SIX INDIAN CITIES: DELHI, JAIPUR, BOMBAY, MADRAS, CALCUTTA AND VARANASI USING THE ACCOMPANYING LAMINATED POSTCARDS.**

The object of this option is to have all students in a class prepare a geography lesson on India using the five themes, through the use of postcards. This is also a good class-building activity. There are 27 post cards included in this package (4-Delhi, 4-Jaipur, 3-Banaras/Varanasi, 6-Bombay, 3-Madras, 5-Calcutta, 1 -Pushka and 1-Bangalore). The number of post cards used depends on the number of students in the class. I would recommend using the post cards from the six key cities only. If you have more than 25 students, you can organize the class by pairs. Or, additional pictures of each city can be found.

Each student will be given a post card. (Teacher needs to make provision for more than 25 students in a class, either by pairing students or by finding more pictures.) The first goal is to find out what all class members have. This can be done by having class members circulate through the room to see what others have. It may also be done by going around the class and having each student describe whathe/she has.

The second task is to group or classify the material. This can be done in several ways, the most obvious being by themes or by the six cities. If students (or the teacher) decide to teach the lesson by cities, students who have post cards from each of the six cities will then work together.

Students in each group will locate their city on an map and will find its latitude/longitude. Then the students will study the post cards and decide which themes are represented. The teacher or students can then decide in what order they will present their lesson. Students can prepare a travel plan for their trip around India: either by plane, train, bus or boat.

PRESENTATION: The teacher and/or the students can decide where to present the lesson, either to another class or to a parents' meeting.

F. EVALUATION OF STUDENT ACHIEVEMENT

OPTION 1: The teacher can develop a test based on the five themes and the geography of India. This can include map activities, giving students blank maps and having them fill in identified places and locations. It can include posting pictures of India or Asia around the room and having the students identify and explain which theme(s) are represented.

OPTION 2: The teacher can assign an essay, either in-class or take-home, asking the students a question such as: The similarities of the six Indian cities are much more evident than the differences. Agree or disagree with this statement, using strong introductory and concluding paragraphs and at least three supporting paragraphs.

OPTION 3: The class can present an open house for their parents and/or the rest of the school where the students could explain the visuals and the five themes of geography.

OPTION 4: The visuals can be posted in an area such as the school library or the town library so local citizens can see how the teaching of geography has changed. This would necessitate additional written information on the five themes so that the material would be self-explanatory.

OPTION 5: The students can create a travel brochure based on the six cities (or a selected group of Asian countries.) This can include a recommended itinerary of travel, suggested hotels, suggested side tours, etc. In this, each of the groups would have to create a tour of its own city/area as part of the brochure.-*

MATERIALS ATTACHED:

1. Blank maps
2. Definitions for the Five Themes of Geography
3. Generic pictures to use in identifying the five themes of geography
4. Sample post cards for each of the six cities.

THE FIVE THEMES OF GEOGRAPHY

(Definitions taken from Guidelines for Geographic Education, American Geographers and National Council For Geographic Education, Washington, D.C., 1984.)

LOCATION: POSITION ON THE EARTH'S SURFACE

Absolute and relative location are two ways of describing the positions of people and places on the earth's surface. ABSOLUTE LOCATION: The identification of locations on the earth's surface by using lines of latitude and longitude. The use of lines of latitude and longitude allows us to measure distances and to find directions between places on the earth's surface. (EXAMPLE: The location of Washington, D.C. would be 39°n 78°w. RELATIVE LOCATION: The identification of a relationship of a place to another or other places. The Great Plains in the United States are between the Mississippi River and the Rocky Mountains.)

PLACE: PHYSICAL AND HUMAN CHARACTERISTICS

All places on the earth have distinctive tangible and intangible characteristics that give them meaning and character and distinguish them from other places. Geographers generally describe places by their physical or human characteristics. PHYSICAL CHARACTERISTICS: These include plant and animal life, soil conditions, weather and landforms. HUMAN CHARACTERISTICS: These include buildings, houses, and other objects that people have made.

HUMANS AND ENVIRONMENT INTERACTION

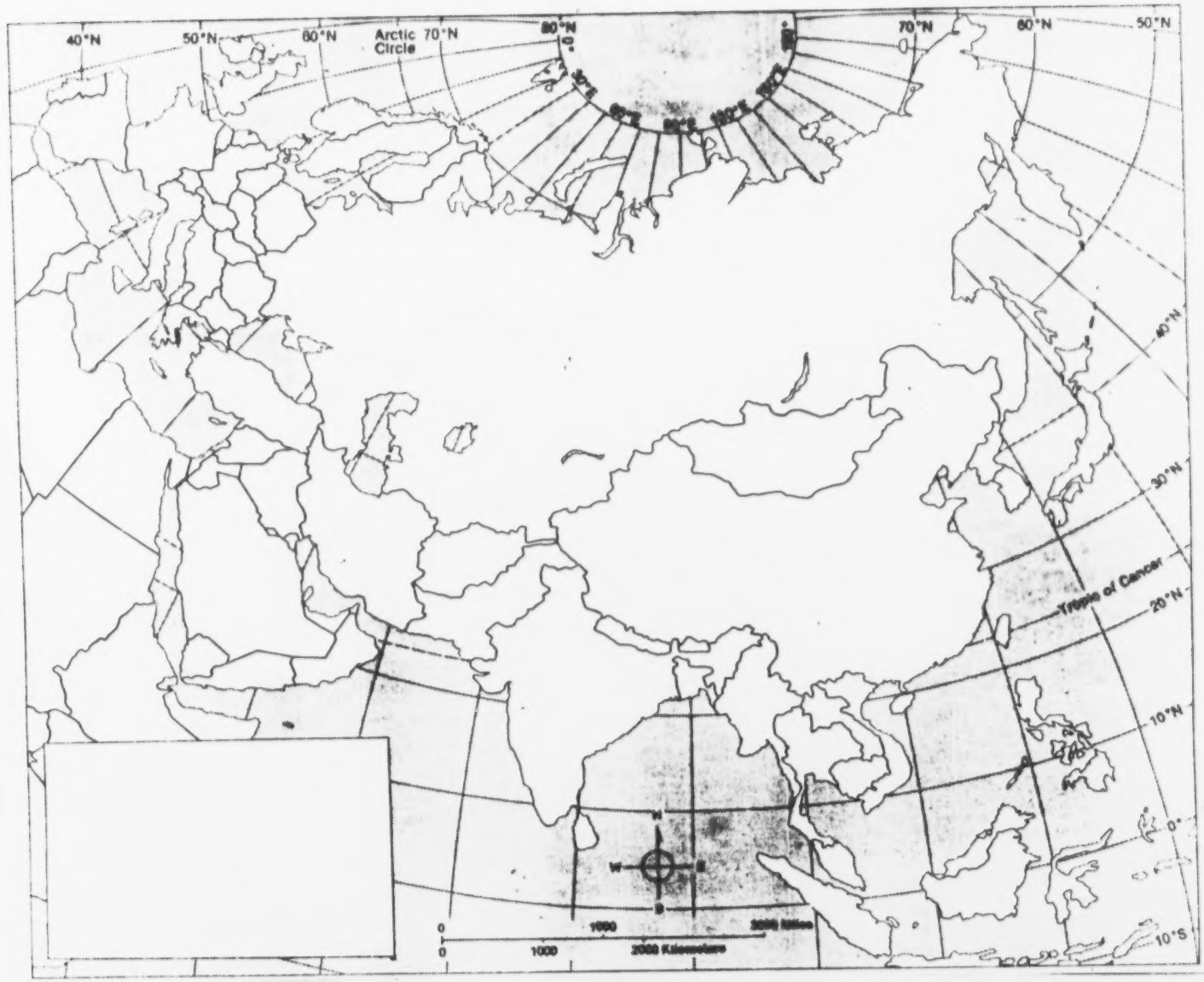
This theme involves how people interact with their environments and change them in a variety of ways. For example, all places on the earth have advantages and disadvantages for human settlement. High population densities have developed on flood plains where people could take advantage of fertile soils, water resources, and opportunities for river transportation. By comparison, population densities are usually low in deserts. Yet flood plains are periodically subjected to severe damage, and some desert areas, such as Israel, have been modified to support large population concentrations.

MOVEMENT: PEOPLE, GOODS AND IDEAS MEETING

Movement shows the way people, goods, and ideas move from place to place. Human beings occupy places unevenly across the face of the earth. Some live on farms or in the country; others live in towns, villages, or cities. Yet these people interact with each other; that is, they travel from one place to another, they communicate with each other or they rely upon products, information, and ideas that come from beyond their immediate environment. The most visible evidences of global interdependence and the interaction of places are the transportation and communication lines that link every part of the world. These demonstrate that most people interact with other places almost every day of their lives. This may involve nothing more than a Georgian eating apples grown in the state of Maine and shipped to Atlanta by rail or truck. On a larger scale, international trade demonstrates that no country is self-sufficient.

REGION: HOW THEY FORM AND CHANGE

Many areas of the world share common characteristics, either natural or human. Geographers define an area that shares location and unifying characteristics as a region. These characteristics may be physical or cultural. A physical region may share climate, landscape features, or other physical characteristics. The mountains and valleys of the Appalachian Mountains form a physical region. A cultural region may be identified by its type of government, language, or culture. For example, New England is a cultural region that shares a common history and location.



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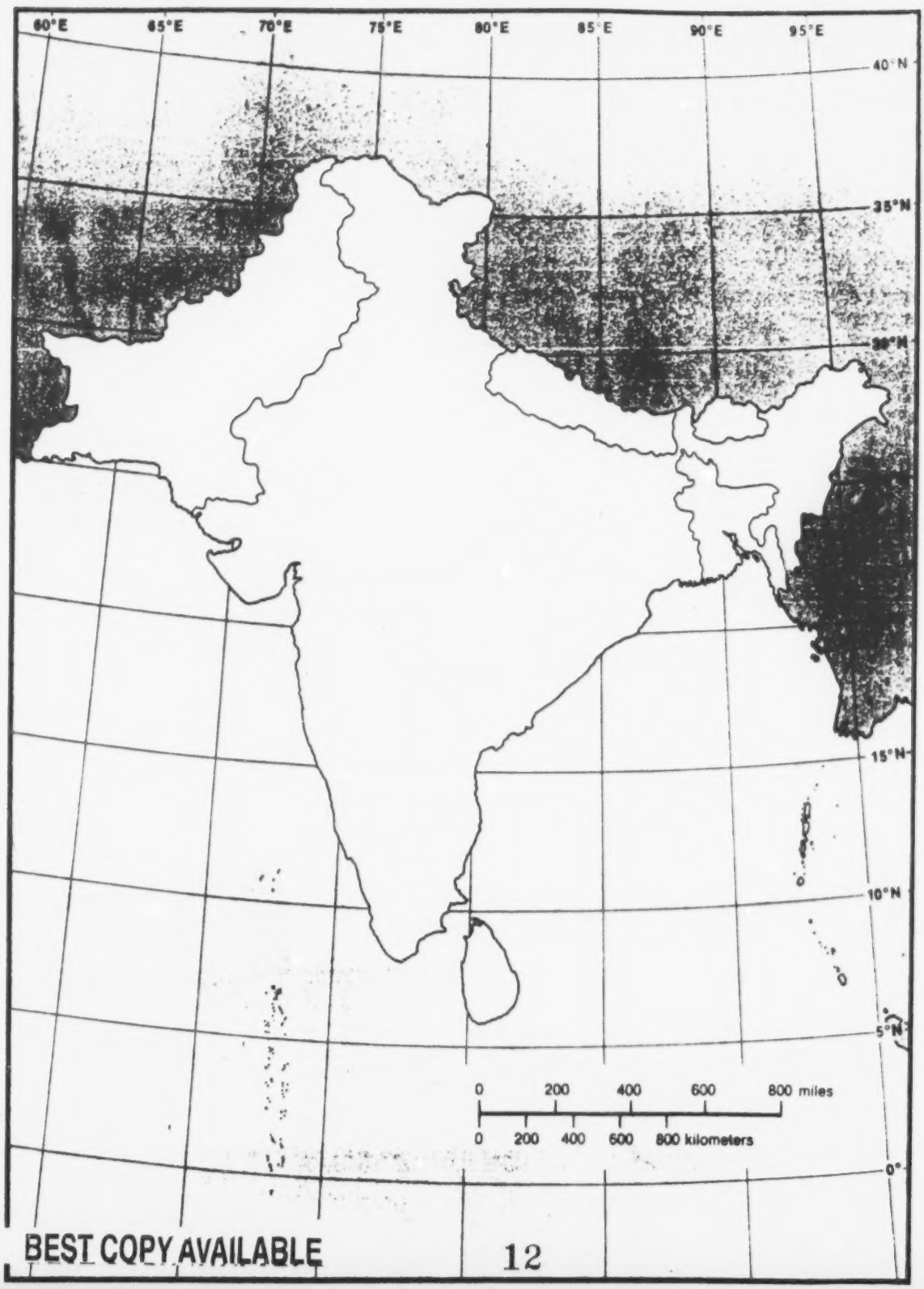
NAME _____ DATE _____ CLASS _____

SOUTH ASIA



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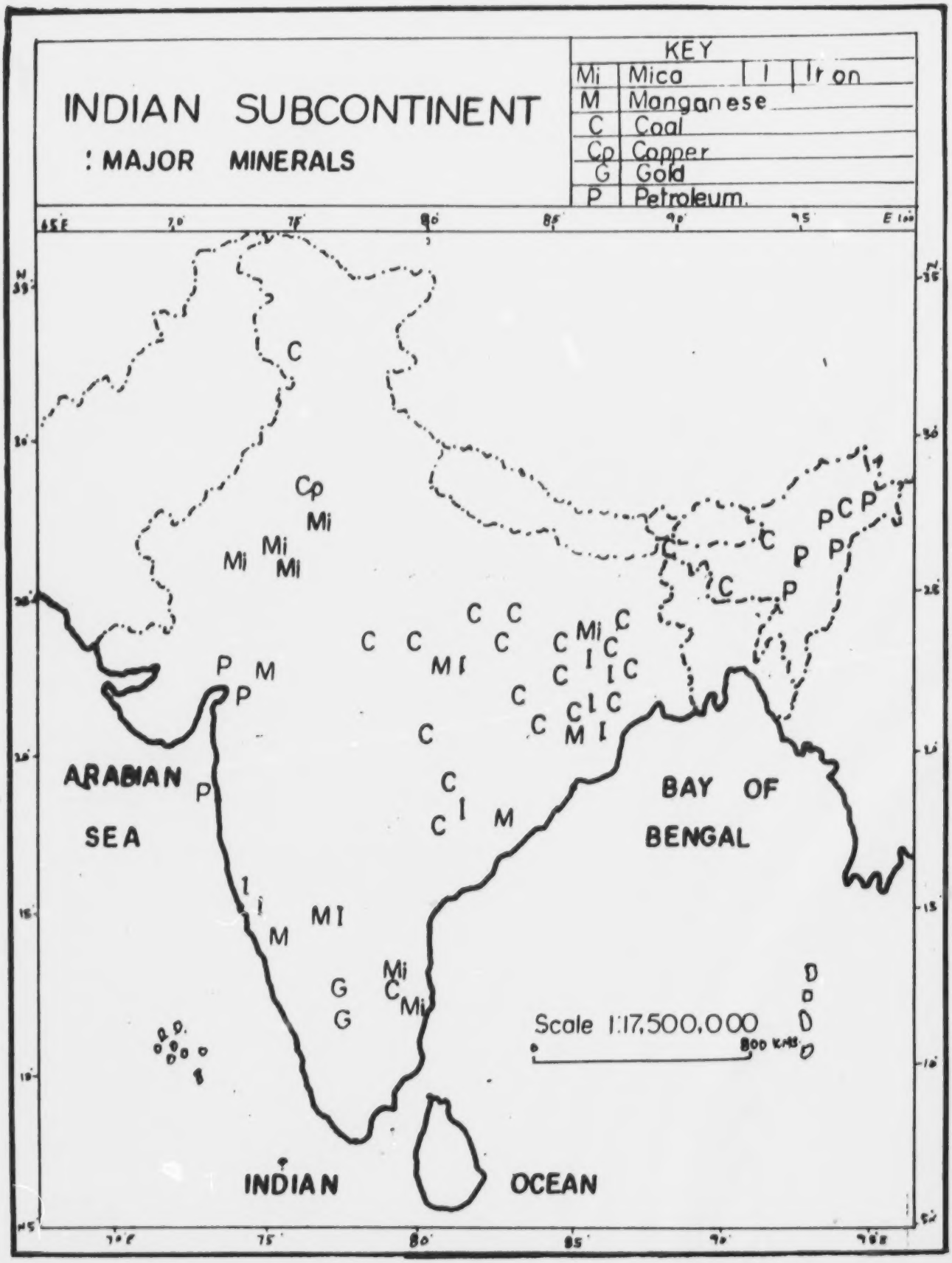
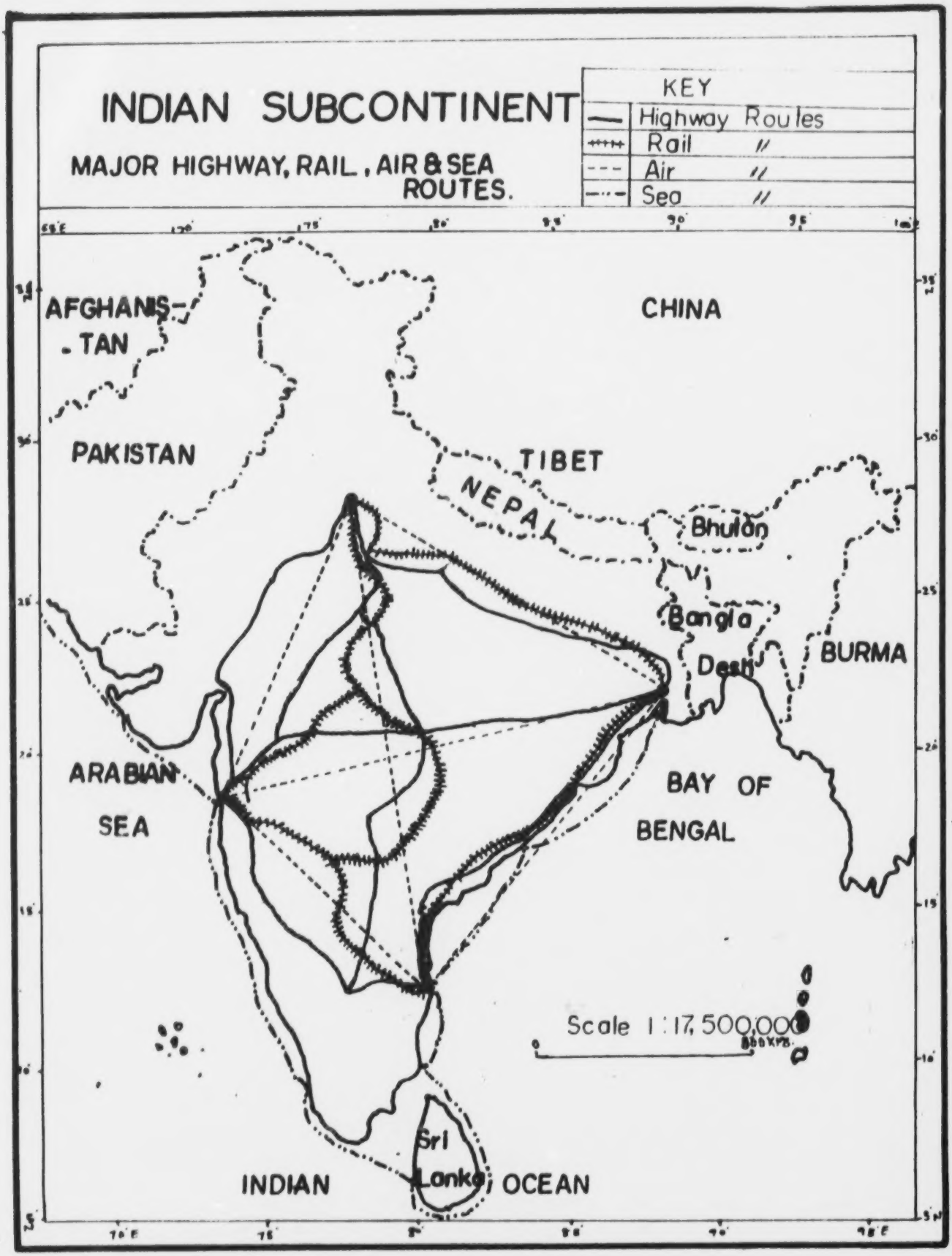
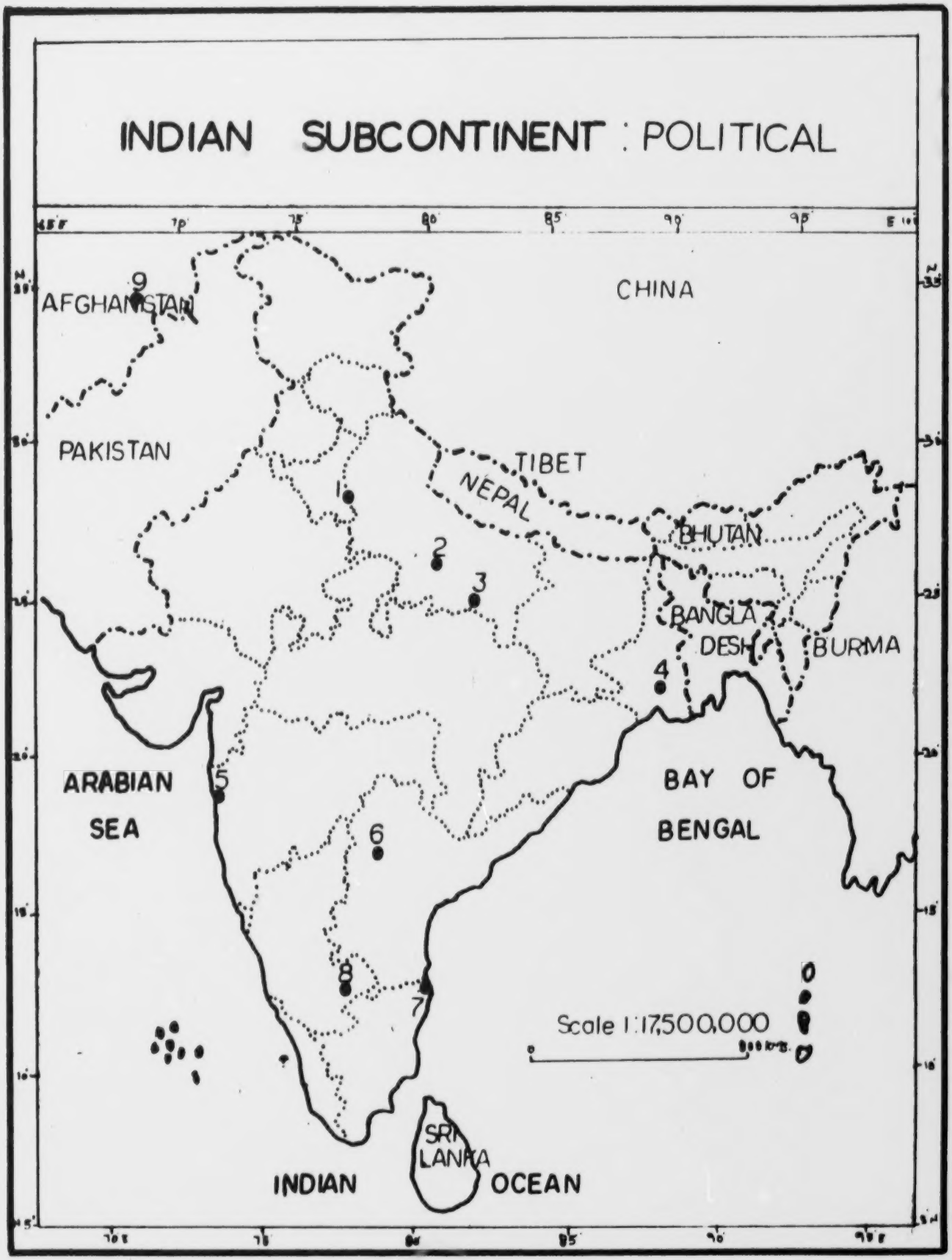
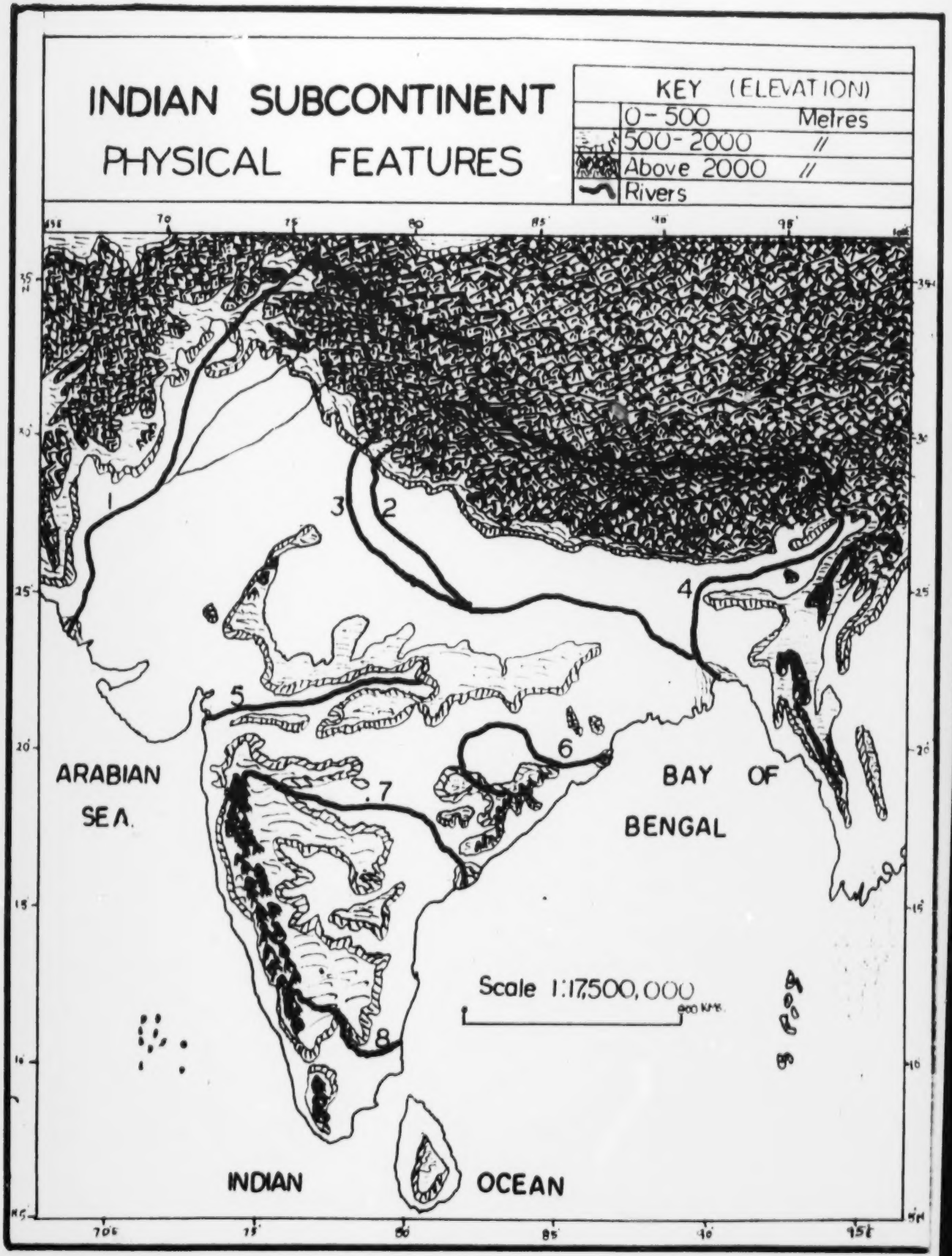
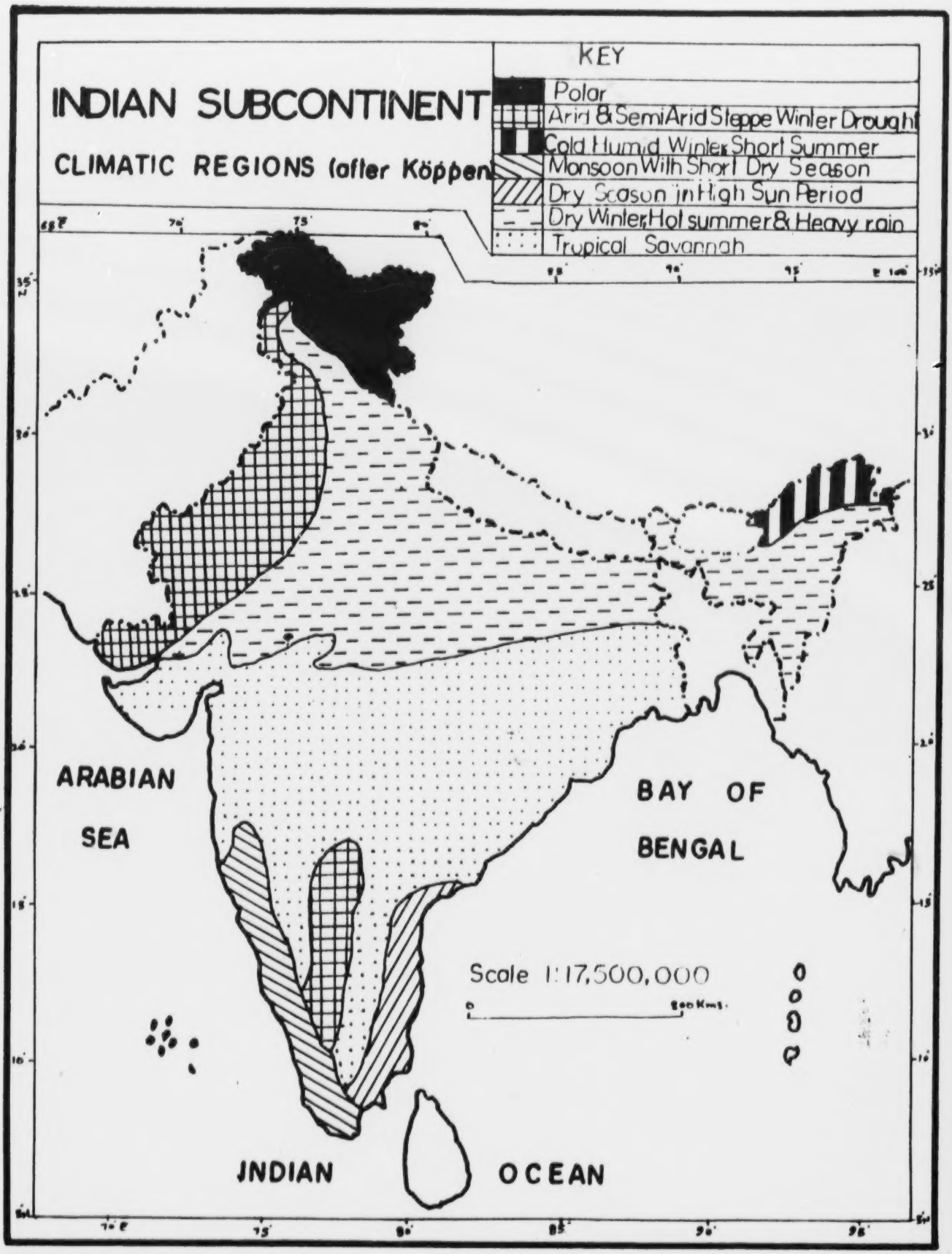
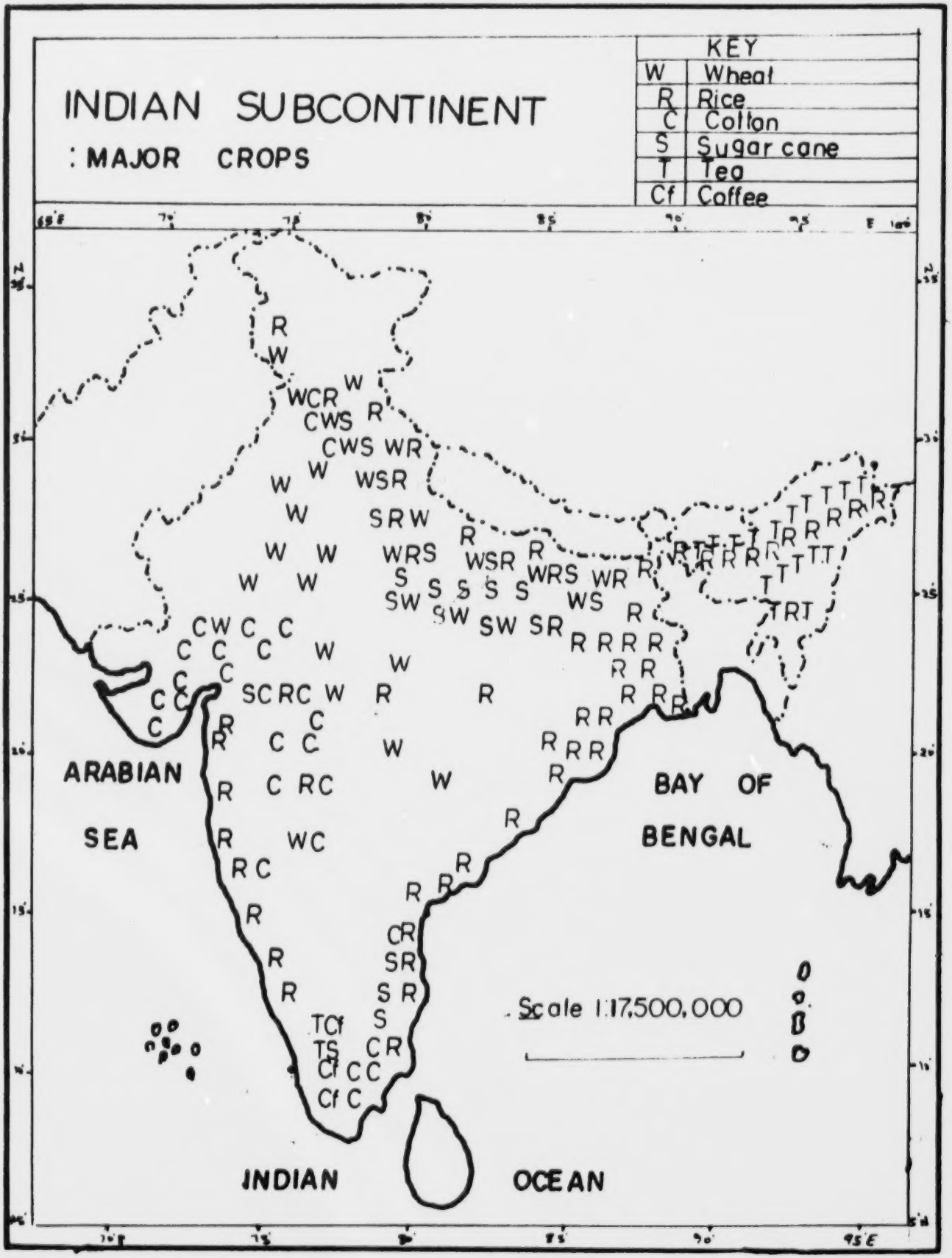

INDIAN SUBCONTINENT
: MAJOR MINERALS
KEY
Mi Mica
I Iron
M Manganese
C Coal
Cp Copper
G Gold
P Petroleum
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000
800 KMS

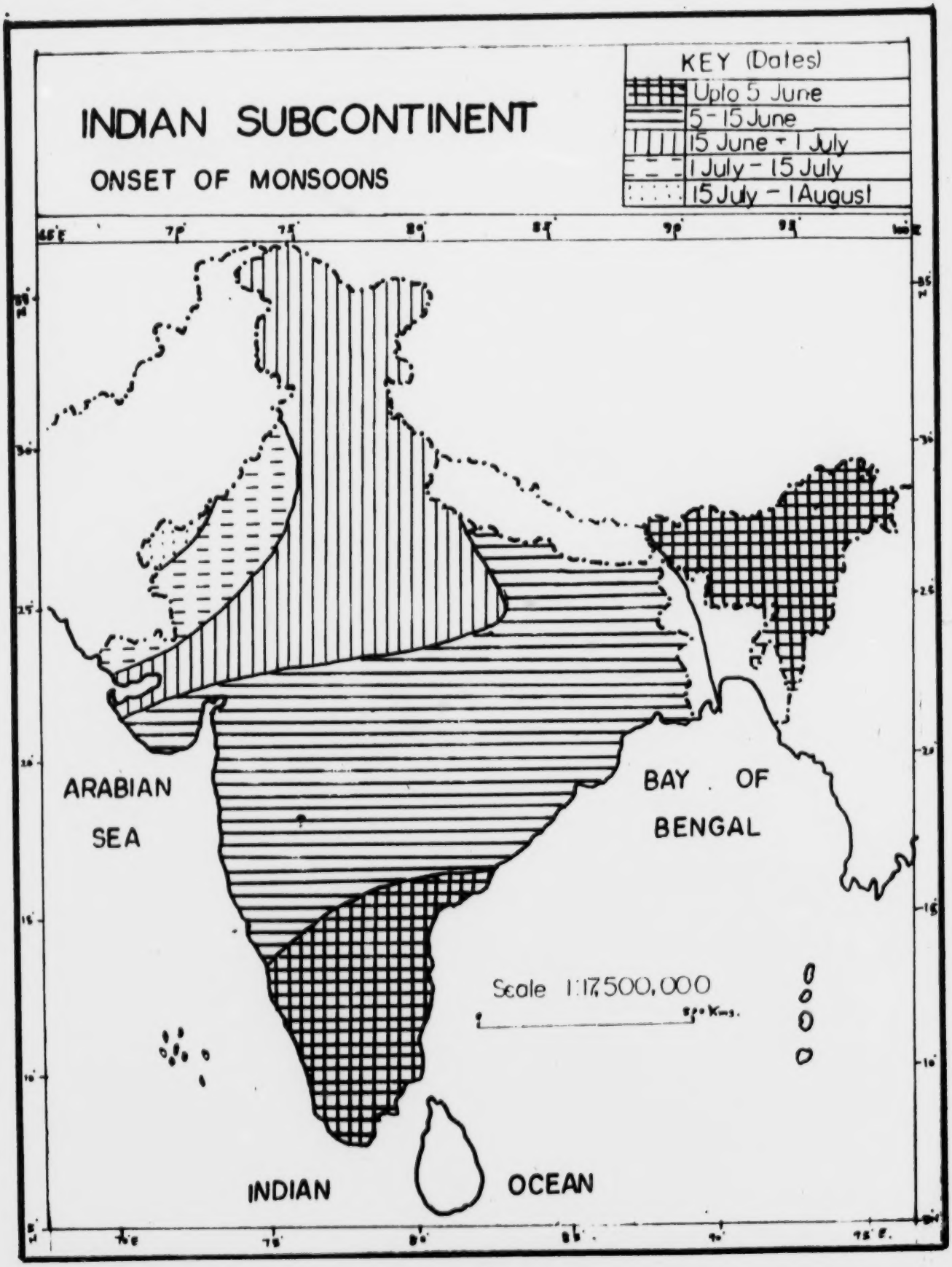

INDIAN SUBCONTINENT
MAJOR HIGHWAY, RAIL, AIR & SEA ROUTES.
KEY
Highway Roules
Rail //
Air //
Sea //
AFGHANIS-TAN
CHINA
PAKISTAN
TIBET
NEPAL
Bhutan
Bangla Desh
BURMA
ARABIAN SEA
BAY OF BENGAL
Scale 1 : 17,500,000
Sri Lanka
INDIAN OCEAN

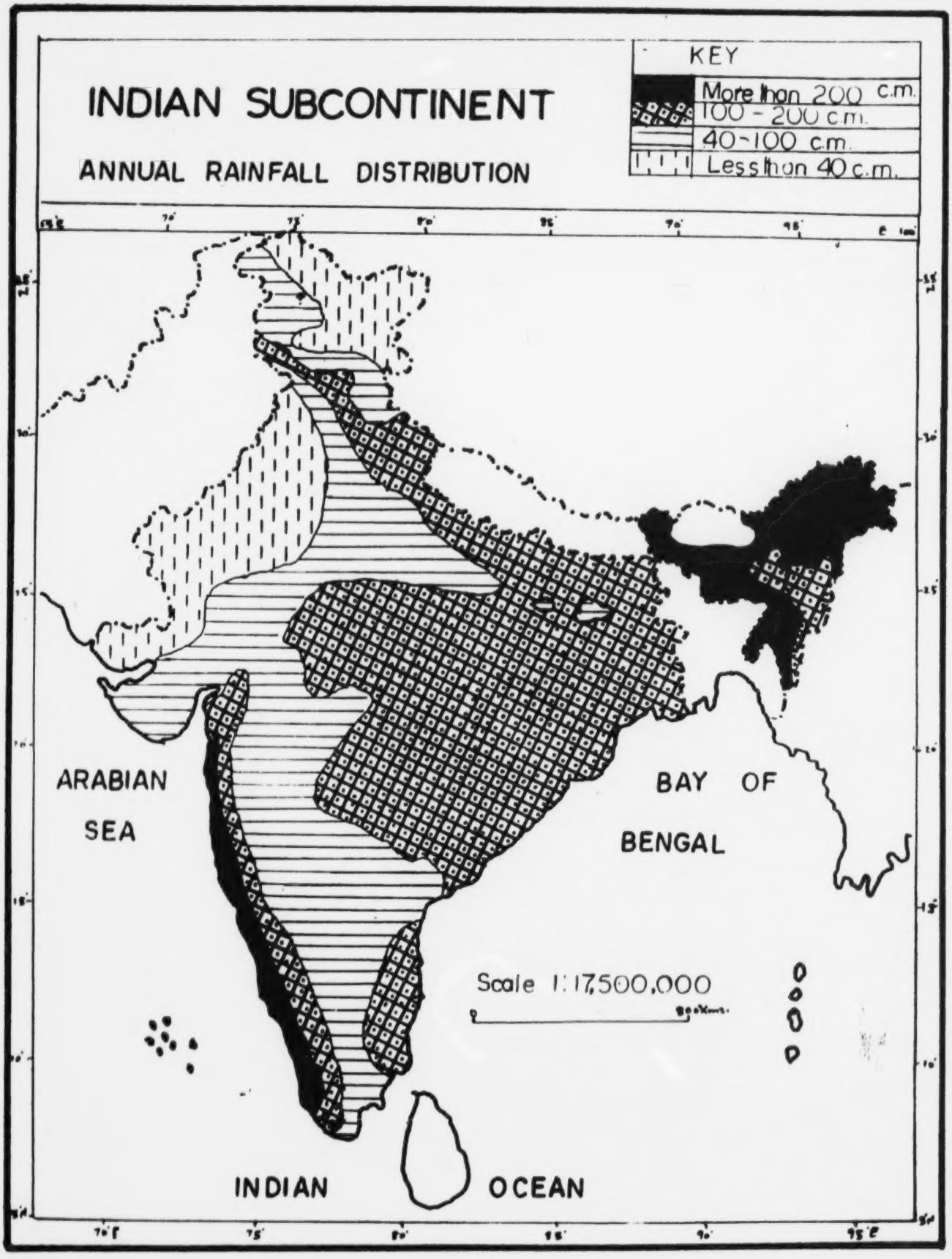

INDIAN SUBCONTINENT : POLITICAL
AFGHANISTAN
CHINA
PAKISTAN
TIBET
NEPAL
BHUTAN
BANGLA DESH
BURMA
ARABIAN SEA
BAY OF BENGAL
SRI LANKA
INDIAN OCEAN
Scale 1:17,500,000
1
2
3
4
5
6
7
8
9

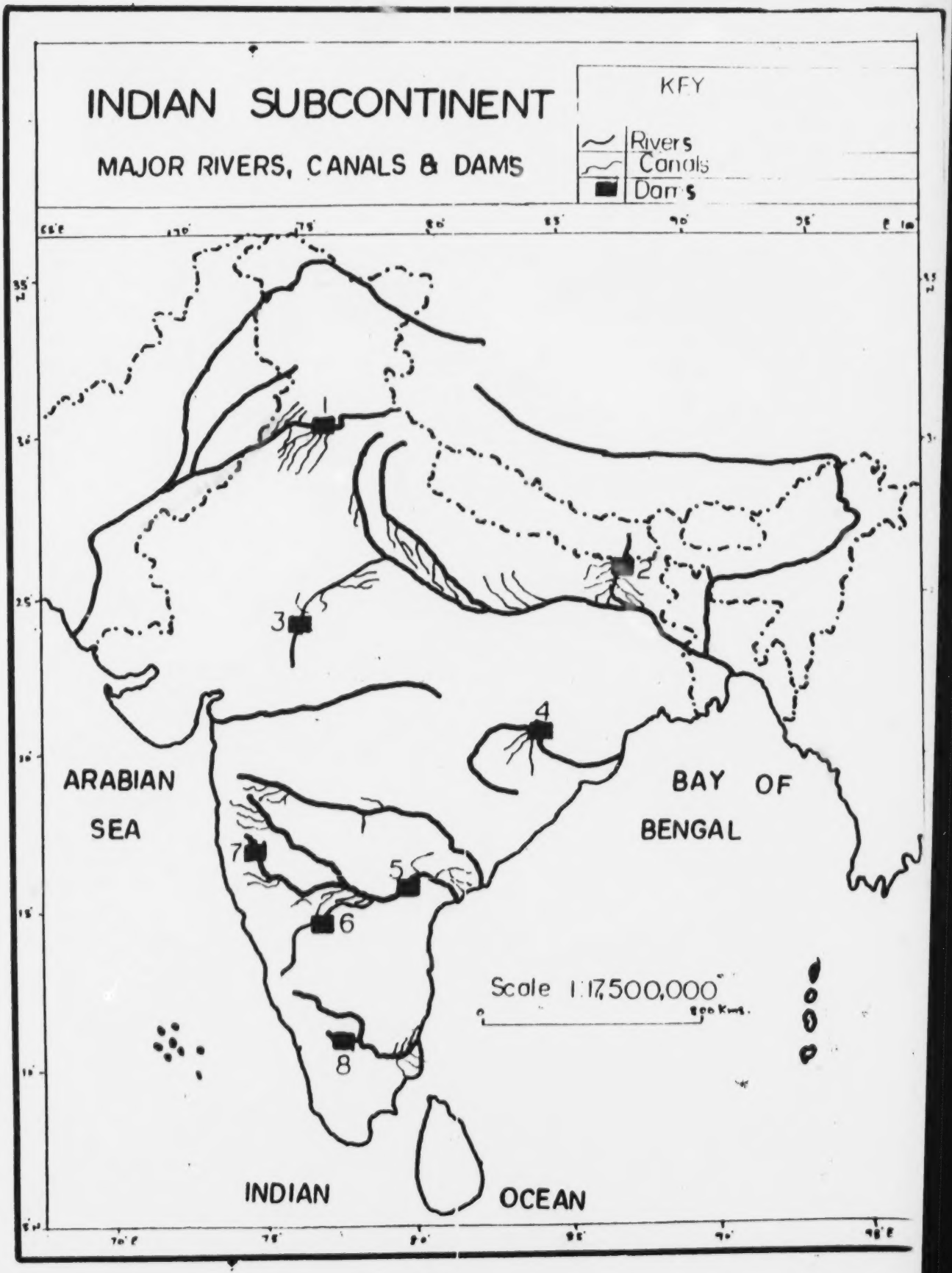

INDIAN SUBCONTINENT
PHYSICAL FEATURES
KEY (ELEVATION)
0 - 500 Metres
500 - 2000 //
Above 2000 //
Rivers
1
2
3
4
5
6
7
8
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000

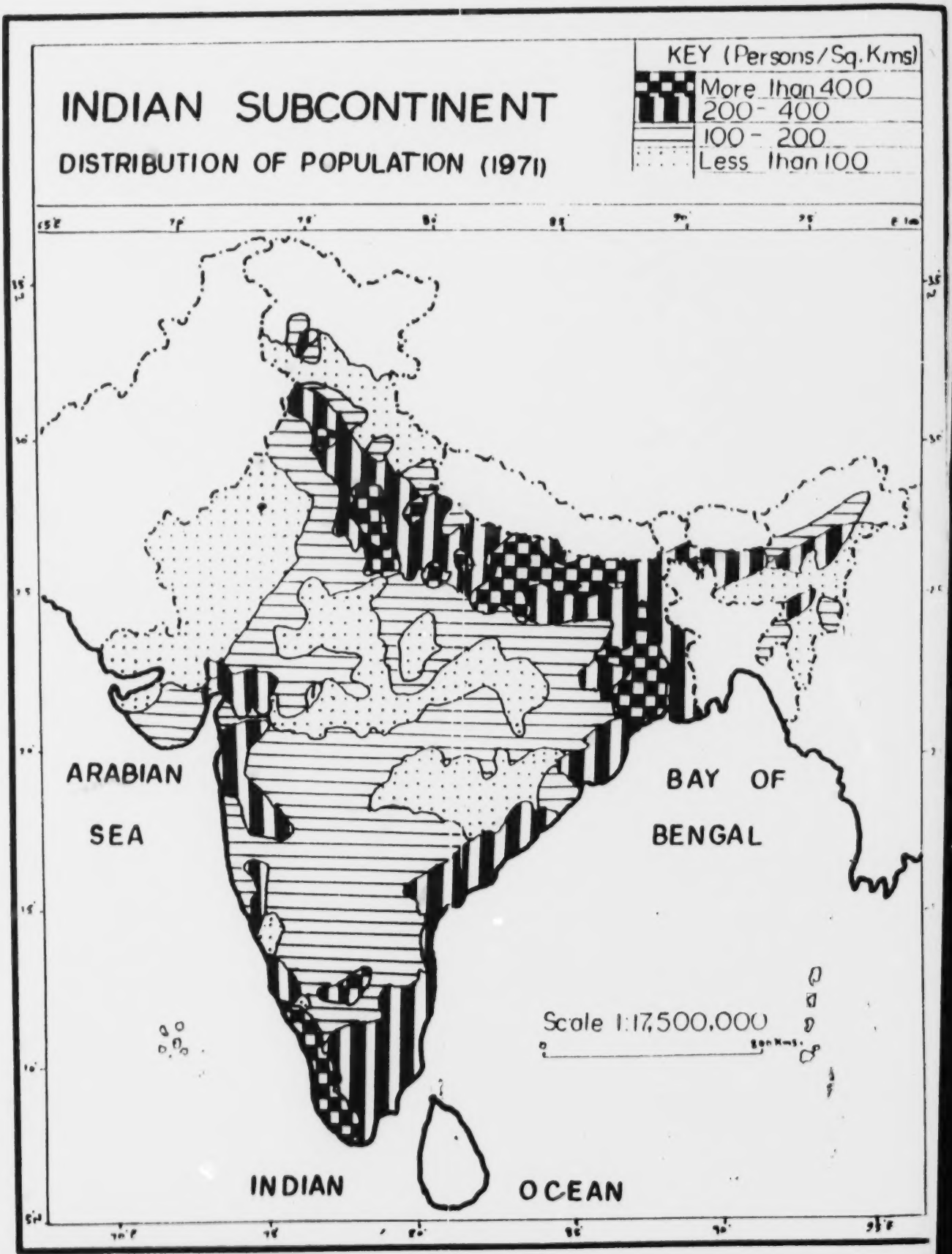

INDIAN SUBCONTINENT
CLIMATIC REGIONS (after Köppen)
KEY
Polar
Arid & Semi Arid Steppe Winter Drought
Cold Humid Winter, Short Summer
Monsoon With Short Dry Season
Dry Season in High Sun Period
Dry Winter, Hot summer & Heavy rain
Tropical Savannah
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000
500 Kms.


INDIAN SUBCONTINENT
: MAJOR CROPS
KEY
W Wheat
R Rice
C Cotton
S Sugar cane
T Tea
Cf Coffee
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000


INDIAN SUBCONTINENT
ONSET OF MONSOONS
KEY (Dates)
Upto 5 June
5 - 15 June
15 June - 1 July
1 July - 15 July
15 July - 1 August
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000


INDIAN SUBCONTINENT
ANNUAL RAINFALL DISTRIBUTION
KEY
More than 200 c.m.
100 - 200 c.m.
40-100 c.m.
Less than 40 c.m.
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000


INDIAN SUBCONTINENT
MAJOR RIVERS, CANALS & DAMS
KEY
Rivers
Canals
Dams
1
2
3
4
5
6
7
8
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000


INDIAN SUBCONTINENT
DISTRIBUTION OF POPULATION (1971)
KEY (Persons/Sq.Kms)
More than 400
200 - 400
100 - 200
Less than 100
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000